Plan to Monitor Student Progress:

Coping Skills for High Ability Students

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**Rationale**

For this plan to monitor I will gather a group of high ability 11th grade students who have been referred to counseling by teachers who have noticed an inability to cope with anxiety related to academics. There will be nine students in this weekly group. The students were chosen based on referrals, as well as, their diploma tracks and extracurricular activities. This is because students with heavier course loads and more afterschool activities seem to exhibit more anxiety. The group will meet during the students’ lunch hour to avoid interrupting their rigorous class schedules. The final assessment for group involvement was a pre/post survey delivered to the students during a classroom psycho-educational lesson on coping skills for anxiety related to schoolwork.

**Perception Data**

There were only a few pieces of perception data gathered. One piece of data used was the pre/post survey delivered before a classroom lesson on scheduling and after as well. This survey was then administered again after the group had met several times. Some questions asked in the pre/post survey were: I feel anxious when I think about the future, I have trouble concentrating when I feel overwhelmed, I know ways to manage stressful situations. The full pre/post survey is found in Appendix A.

The only other piece of perception data that was used was pre/post survey delivered to parents and teachers with questions similar to the students’ pre/post survey. The pre survey was delivered after the classroom lesson to parents and teachers of students whose responses indicated they could use some extra help. This was collected so that the data could be compared against the students own responses. The full pre/post survey for parents/teachers is found in Appendix B.

**Goals**

The first goal for the students who attend the coping skills group will be for 75% of the students to report feeling less anxiety over schoolwork and for 75 percent of the students to report using at least one coping technique they learned in group. The final goal of the group will be for 75 percent of parents and teachers to report seeing an improvement in their students’ anxiety levels.

**Action Plan**

The students will achieve the goals mentioned above by attending weekly meetings during their lunch hour, these meetings will be from 30 to 40 minutes long and facilitated by the professional school counselor. The meetings will take place for one nine weeks with a post survey at the end assessing the students. During these meetings each student in the group will learn stress management techniques and coping skills for dealing with anxiety. Every week there will be a different lesson on some kind of coping skill/technique. An example of one of these lessons can be found in Appendix C. The lesson plan demonstrates the standards, procedure and the resources needed for that week’s lesson.

Students will also meet with the professional school counselor biweekly to assess individual progress. The student and the professional school counselor will discuss how they were feeling about the things they were learning in the group sessions, as well as how they were applying the skills they learned in group to their schoolwork. Extra time will also be spent helping students improve any particular coping skills they wished to have additional instruction on.

Finally, students will complete a feedback survey at the biweekly one-on-one meetings. This survey is identical to the pre/post survey they initially completed in the classroom psych-educational lesson. The teachers/parents will also be encouraged to complete these surveys throughout the nine weeks, but it was not a requirement. The student feedback will seen as the primary data.

**Domain, Standards, and Competencies**

The coping skills program for high ability students cover two of the three American School Counselor Association’s domains for professional school counseling. The first domain that it covers is the Academic Development domain. The standards that were met within the Academic Development domain were standards A and C. Specifically, the competencies A:A1 – Improve Academic Self-Concept and A:C1 – Relate School to Life Experiences. The exact competency for the first set is A:A1.5 which states that students will identify attitudes and beliefs that lead to successful learning. The second competency met is A:C1.1, which states that students will demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family time.

The other domain covered by this program is Personal/Social Development. The specific standards met fall under standards A and B. Specifically, the competencies PS:A1 – Acquire Self-knowledge and PS:B1—Self-Knowledge Application. The exact competency met within Standard A is PS:A1.10 which states that students develop and identify personal strengths and assets. The competencies met under Standard B is PS:B1.3 which states that students identify alternative solutions to a problem, as well as PS:B1.4 which states that students will develop effective coping skills for dealing with problems.

**Data on Coping Skills for High Ability Students Program**

**Process Data**

There will be nine students in the small group which will meet during their lunch hour for 30 to 40 minutes each week. The students in the group will learn several coping skills over the course of the nine week period. The students will also meet biweekly, on a rotational basis, with the professional school counselor to further the skills they are learning in group sessions.

**Perception Data**

The students will continue to take the pre/post surveys a few times throughout the course of the nine weeks. The survey will stay the same in order to gauge the differences from the first survey to the last. The surveys will assess such factors as: I feel anxious when I think about the future, I have trouble concentrating when I feel overwhelmed, I know ways to manage stressful situations. Again, the full pre/post survey is found in Appendix A.

Another piece of perception data that will be acquired was the pre/post surveys completed by the students’ parents and teachers. These are not required, but encouraged to add to the results. The parents and teachers will also be given the opportunity to provide anecdotal notes for additional data. Additionally, students will set goals for what they would like to see change in the nine weeks that the group can help them with. The students will use the post survey and a personal/ reflective evaluative discussion with the professional school counselor in individual counseling sessions.

**Outcome Data**

The outcome data will consist of the pre/post surveys being assessed to see if there have been substantial changes to the students’ knowledge and skills. The anecdotal notes and pre/post surveys will also be assessed to supplement the students’ own data. Finally, the students’ progress toward their established goals will be assessed to determine the effectiveness of the lessons and techniques used. The entire small group action plan can be viewed in Appendix D. Once all of the data has been assessed the professional school counselor will decide whether or not the program has been successful in helping high ability students with their school-related anxieties. Flaws in the program will be altered so that the group can provide better help for students in coming nine weeks when the group is recycled.

References

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DeWitt, P. (2012, October 26). *After you crash and burn: coping skills*. Retrieved from <http://blogs.edweek.org/edweek/findingcommonground/2012/10/afteryoucrashandburncopingskillsforstudents.html>

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**Appendix A: Pre/Post Survey for Students**

**11th Grade Stress Management Pre/Post Survey**

**Name: ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The purpose of this survey is to gauge your stress levels and what stress management skills you apply to everyday life. Please choose the number that best finishes the statement.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| **1. I feel anxious when I think about the future.** | **1** | **2** | **3** | **4** |
| **2. I have trouble concentrating when I feel overwhelmed.** | **1** | **2** | **3** | **4** |
| **3. I know at least 2 skills for managing anxiety/stress.** | **1** | **2** | **3** | **4** |
| **4. I frequently feel a wide range of emotions when I think about school.** | **1** | **2** | **3** | **4** |
| **5. I think about schoolwork and extracurricular activities all the time.** | **1** | **2** | **3** | **4** |

**Other Comments:**

**Appendix B: Pre/Post Survey for Parents/Teachers (With Anecdotal Notes)**

**11th Grade Stress Management Pre/Post Survey**

**Name: ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The purpose of this survey is to gauge your student’s stress levels and what stress management skills you apply to everyday life. Please choose the number that best finishes the statement.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| **1. I notice anxiety when the student receive new assignments.** | **1** | **2** | **3** | **4** |
| **2. My student has trouble concentrating when they are overwhelmed.** | **1** | **2** | **3** | **4** |
| **3. My student knows at least 2 skills for managing anxiety/stress.** | **1** | **2** | **3** | **4** |
| **4. My student becomes very emotional when school is brought up.** | **1** | **2** | **3** | **4** |
| **5. My student appears to think about schoolwork and extracurricular activities all the time.** | **1** | **2** | **3** | **4** |

**Other Comments:**

**Appendix C: Sample Lesson Plan for Small Group**

|  |  |  |  |
| --- | --- | --- | --- |
| School Corporation: | Ball State Community Schools | | |
| School Name: | TC High School | | |
| Contact: | Bethany Sinkhorn | | |
| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | Standard 3 – Citizenship Development | Indicator(s)  addressed: | 9-12.3.8 – Identify stressors common to young adults and describe appropriate stress management techniques |
| **Instructional Development** | | | |
| Grade Level(s): | 11th grade small group (9 students) | | |
| Title: | Anxiety Coping Skills | | |
| Rationale: | The group of high ability students has been identified as needing to develop coping skills for anxiety and stress. The students have been learning about various methods for dealing with these problems. This lesson will add to that learning. | | |
| Time Frame: | 30-40 minutes | | |
| Procedure: | 1. Discuss with students what they learned in the last group session. 2. Ask students to talk about how their week has progressed and what, if any, previously learned coping skills they were able to use to help them get through their week. 3. Give students the oral pre-survey to gauge their knowledge of mindful breathing. 4. Introduce the concept of mindful breathing and how it can be applied. 5. Show the Kevin Chen video and encourage students to participate with the video. 6. After the video, discuss with the students things that they liked and disliked about the video. 7. Give the students the oral post-survey to test for understanding and learning. 8. Students will have any additional time left in the session to share with each other things that are working and not working. | | |
| How will mastery of the guidance indicator(s) be evaluated? | By doing an oral pre/post survey about the topic at the beginning and end of the week’s lesson. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | Breathing-Based Mindfulness Training by Kevin Chen on Youtube  The Stress Reduction Workbook for Teens by Gina Biegel | | |
| Collaborative Partners:  e.g., advisory teachers, other teachers, community resource people | Teachers/Parents of students in the group | | |

**Appendix D: Small Group Action Plan**

School Name: TC High School

Year: 2013

Group Name: Stress/Anxiety Management

Target Group: Nine students who have been identified as having or at-risk for high anxiety related to school and extracurricular activities.

Data Used to Identify Students: Pre/Post Surveys from classroom psycho-education lesson, teacher/parent surveys, anecdotal notes, and student goals.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Small Group Action Plan | | | | | | | |
| School Counselor (s) | ASCA Domain, Standard and Student Competency | Outline of Group Sessions to be Delivered | Resources Needed | Process Data (Projected number of students affected) | Perception Data (Type of surveys to be used) | Outcome Data (Achievement, attendance, and/or behavior data to be collected) | Projected Start/End |
| Bethany Sinkhorn | Academic Development  Standards A and C:  A:A1.5  A:C1.1  Personal/Social Development  Standards A and B:  PS:A1.10  PS:B1.4 | Weekly meetings of the group to learn coping skills for stress/anxiety management; Biweekly meetings with the professional school counselor to supplement group sessions | The Stress Reduction Workbook for Teens by Gina Biegel; Laptop with internet access; PBIS website resources | Nine students in the Eleventh grade for nine weeks | Pre/post surveys for students; pre/post surveys by parents/teachers; anecdotal notes; student goals | Pre/Post survey results; results of anecdotal notes; students’ personal goals results | The second nine weeks (October 14-December 20) |